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ABSTRACT

The Spanish/English Language Performance Screening (S/ELPS) was designed to assist the preschool and early elementary classroom teacher in objectively determining each child's dominant oral language for initial instruction. This report summarizes the development and testing performed in order to revise and validate the measure. After an intensive design test phase, the instrument was validated by field-testing it with four- and five-year-olds. The first types of external data considered were the responses to questionnaires given to those who administered the S/ELPS. Specific aspects of the measure were tested independently, and the S/ELPS was evaluated by an external consultant. The information collected led to revisions of the entire measure. During field testing, statistical data were collected for validation, and descriptive data on the manual were collected for final modifications. Testing was conducted in schools in San Antonio and Austin, Texas. Formative data were also obtained from Tucson, Arizona and San Diego, Texas. More than 500 children and 25 examiners took part. This report reviews the completed studies and reports the statistical data relevant to the criterion-related validity and reliability. (Author/RM)

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FINAL REPORT

Project No. 443 CH 50237
Grant No. G00-75-00592

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SPANISH/ENGLISH LANGUAGE PERFORMANCE SCREENING: TECHNICAL REPORT

MARCH 15, 1976

U.S. Department of Health, Education, and Welfare

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PERFORMANCE SCREENING

Project Director: Joyce S. Evans, Ph.D.

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THE SPANISH/ENGLISH LANGUAGE PERFORMANCE SCREENING (S/ELPS)

Technical Report

The Spanish/English Language Performance Screening (S/ELPS) is the result of a three-year design and testing program.* This report summarizes the development and testing which was performed in order to revise and validate the measure.

The S/ELPS was cycled through an intensive Design Test phase during which several revisions were made in preparation for Field Testing. During the Field Test phase, the instrument was validated with four- and five-year-old children. Data were collected by external procedures and revisions based upon that information as well as on recommendations by SEDL staff involved in the Ability Development Project. The first type of external data considered were the responses to questionnaires given to those who administered the S/ELPS. Specific aspects of the S/ELPS were tested independently and the S/ELPS was evaluated by an external consultant. The information collected led to revisions of the entire measure so that the Field Test version was quite different from the original version. During Field Test, statistical data were collected for the purposes of validation and descriptive data on the manual was collected in order to complete final modifications.

Testing was conducted in schools known to have a mixture of Mexican American, Black and Anglo children in San Antonio and Austin, Texas. Formative data was also obtained from Tucson, Arizona and San Diego, Texas. By completion of the final Field Testing, more than 500 children and 25 examiners had taken part in the evaluation program. This report reviews the completed

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studies and reports the statistical data relevant to the criterion-related validity and reliability of the S/ELPS.

BACKGROUND

The Staff of the Ability Development Project was faced, in January 1974, with the task of testing 99 unfamiliar 4-year-olds, some of whom spoke Spanish, some English, and some both languages. The problem was one of determining the better language for initial instruction. Teacher judgment was deemed unsuitable for this purpose because the children had been in the classes only a brief time, and because English was the chief classroom language before the introduction of the Bilingual Early Childhood Program, Level II. Therefore, as no such measure was then in existence, it was necessary to develop an instrument which would provide an estimate of language preference for each child. Initial development and preliminary validation of the Spanish/English Language Performance Screening (S/ELPS) occurred as a part of A Project To Develop Curriculum for Four-Year-Old Handicapped Mexican American Children (Project No. H33-3646, Grant No. OEG-74-0550). As a part of a second project, the Ability Development Project for Five-Year-Olds (Project No. 443-Ch50237, Grant No. OEG-00-75-00592), the S/ELPS was validated with five-year-old children.

INSTRUMENT DESCRIPTION

The Spanish/English Language Performance Screening (S/ELPS) is an objective measure of a preschool child's language preference as observed in the classroom. It is designed to assist the teacher in determining a new child's strongest language for initial learning in a preschool bilingual program. It may also be used to identify the better language for administration of other tests such as readiness or psychological tests. The S/ELPS was developed for children whose home language may be Spanish. The screening discriminates among children in three general categories: children who prefer English, children who prefer Spanish, and bilingual children (i.e., those children who understand and express themselves equally well in both languages and children who mix English and Spanish in their speech).

The S/ELPS was developed by linguistic specialists, speech pathologists, and teachers who were experienced in working with bilingual preschool children. The instrument is designed to be individually administered by a bilingual teacher. No special training, aside from familiarity with the test manual, is required. The test kit contains a test manual, scoring sheets, pictures, and a set of 12 toys. The S/ELPS consists of two parts: the Spanish section, administered first, and the English section, administered next. The two sections are parallel and contain equivalent (but not identical) items, thus providing an objective comparison of the child's performance in one language with his performance in the other language. The test samples a variety of behaviors in both languages: answering questions, naming and describing objects and pictures, and following directions. It does not compare one child to another. The results indicate a language category descriptive of the

child's behavior in both languages. After administering the S/ELPS, the examiner is able to tell which is the child's principal language, whether or not the child knows the other language and to what extent the child's second language is developed in comparison to his first. The language categories used in scoring the S/ELPS are: Spanish, Predominantly Spanish, Bilingual, Predominantly English, and English. A sixth category describes those children whose performance on the S/ELPS does not give a clear indication of their principal language.

The S/ELPS manual includes complete instructions for administering and scoring the test. Each item is explained with specific instructions about variations the examiner may use and how to record responses. Following an explanation of the scoring system, the method of assigning the child a Language Category is described. As an additional aid in learning to use the test, examples of scored responses are given, together with the rationale for assigning the Language Category. The manual also includes examples of children representing the Language Categories, and suggestions for using the information from the S/ELPS to select and adapt an appropriate bilingual program for each child. The final section provides technical information describing the process by which the S/ELPS was designed and tested and giving validity and reliability data.

The S/ELPS is administered in a separate room or a quiet corner of the classroom. After talking informally with a child in Spanish, the examiner asks the general questions from the Spanish portion of the test, writing the child's answers verbatim or describing his gestures on the recording form. Box I containing six toys (cup, plate, spoon, comb, mirror, and watch) is then presented to the child who is asked to take them out and name them. The examiner then gives the child two directions involving the toys and the box.

Responses to this item are recorded as a check if the child follows the directions as given, or as a description if the child does something else. Next the child is given the cup, plate, and spoon and asked a general question, such as "Tell me about these things", or, "What can you do with these?" The same procedure is followed for the comb and mirror. The purpose of this item is to encourage the child to talk freely as he plays with the toys. The toys are then removed, and the picture, "La Piñata," is shown. Again, a general question is asked to elicit spontaneous language, though more specific questions may also be asked if the child does not respond readily. The same procedure is followed for the second picture, "El baño."

After the Spanish portion of the test is completed, the examiner switches casually to English and talks to the child informally. Once the child appears comfortable with the change of language, the examiner asks the general questions from the English portion of the test. The procedure for the English section is the same as for the Spanish section. The other six toys (baby, bottle, bed, chair, table, and scissors) and two different pictures ("Playground" and "Clown") are used for the English part.

INSTRUMENT DEVELOPMENT

The purpose of developing the S/ELPS was to provide the classroom teacher with a simple, objective method for identifying each child's stronger language for initial instructional purposes in a bilingual program. The rationale for item selection included the following: (1) the tasks presented in the times should be well within the developmental capacities of young children. Thus, the child's performance on an item would depend on his ability to use the language in question rather than on his intellectual ability; (2) the test should include similar, but not identical, items in English and Spanish. Evans and Guevara (1973) have shown that direct translation may result in changes of meaning and complexity. English and Spanish items were therefore to be equivalent rather than identical; (3) the items were to sample a variety of language activities (answering questions, following directions, describing pictures, etc.) but not necessarily to distinguish between them; (4) the items were to be interesting and enjoyable enough to stimulate the child to speak freely and at some length.

Development of the S/ELPS included an extensive Design Test phase during which the instrument was revised several times. Also, during this phase, object-testing was conducted, different pictures were tried out, and a study was conducted to determine the equivalency of the Spanish and English parts of the test. Following the Design Test phase, the S/ELPS was Field Tested and validated with four-year-olds (Study A) and with five-year-olds (Study B).

DESIGN TEST PHASE

An initial version of the S/ELPS was administered by a linguist to five children. The primary purpose of this cycle was to test the format as well as the order and suitability of the items for four-year-olds. Items were revised slightly, a recording grid added, and a one-page test form developed (See Table 1, Design Test Version A). Testing of this version included six administrations by teachers and four by the linguist, a total of ten test administrations. Written feedback was obtained from each examiner, a summary of which is included in Appendix I. Several changes were made as a result of the children's performance and the examiner's recommendations.

The revised test (See Table 2, Design Test Version B) was administered to 33 children at Canterbury (Head Start) Center in Austin, Texas. These administrations were tape recorded and ten randomly selected tapes were evaluated by an external linguistic consultant, Mr. Joel Gómez. The consultant was provided a copy of the questions asked of the children and a brief description of the information desired (See Appendix II). Thus, the consultant formed judgments of each child's stronger language on the basis of the recordings and independent of the scoring system under development. The consultant provided the criteria by which he had made these judgments; the criteria were closely related to the response categories in the recording form which he had not seen (See Appendix III). Recommendations for revision applied mainly to the format of the recording form. The consultant evaluations of each child's stronger language were later compared with other obtained data, as described in the following sections.

TABLE 1
DESIGN TEST VERSION A

Español	No response	Gesture	Single word	Phrase	Sentence	Extended talk
1. <u>¿Cómo te llamas?</u>						
2. <u>¿Quién vive en tu casa?</u>						
3. <u>¿Qué te gusta hacer en la escuela?</u>						
4. <u>Enséñele al niño las tres cajas.</u>						
a) <u>Dime cuál es la caja roja.</u>						
b) <u>¿Qué puedes hacer con ella. Ábrela.</u>						
5. Los objetos. Hágale al niño estas preguntas y otras por el estilo para animarlo a que hable.						
a) <u>¿Qué miras (en la caja)?</u>						
b) <u>Dime algo acerca de estas cosas.</u>						
Permítale al niño que juegue con los objetos, y pregúntele acerca de lo que hace.						
6. Los cuadros:						
a) <u>Dime algo acerca de este cuadro.</u>						
b) <u>Dime algo acerca de este cuadro.</u>						
English						
1. <u>How old are you, N?</u>						
2. <u>Do you have any brothers or sisters?</u>						
3. <u>What do you like to do at home?</u>						
4. Show the child the three boxes.						
a) <u>Tell me which is the blue box.</u>						
b) <u>What can you do with that box?</u> <u>Open it.</u>						
5. The objects: Ask the child these and other similar questions about what he is doing.						
6. The pictures:						
a) <u>Tell me about this picture.</u>						
b) <u>Tell me about this picture.</u>						

At this point, it was evident that the one-page recording form was inadequate for recording responses. The questions remained unchanged but the form was enlarged to two pages (See Table 3a and 3b), and testing continued until 96 four-year-olds in Child Incorporated Day Care Centers had been tested by six teacher-examiners and one SEDL staff member. During this stage, responses were analyzed, equivalency of the two parts (English and Spanish) was evaluated, S/ELPS identification of language dominance was compared with teacher-judgments, and a comparison was made of the consultant classifications, teacher-judgments, and S/ELPS results. In the following sections this information is described in detail.

Of the 96 test administrations during this phase, 78 children were administered the S/ELPS in "standard" form and 18 children were administered the instrument in an altered form in order to evaluate the equivalency of the Spanish and English parts. The "standard" administration format consisted of testing the child first in Spanish, and then in English. The child's responses to both the Spanish and the English portions of the screening test were coded as: (1) No Response, (2) Gesture or Non-Verbal Response), (3) Single Word Verbal Response, (4) Sentence or Phrase Verbal Response, or (5) Extended Talk. In addition, all verbal responses were coded as to whether the response was given in English, in Spanish, or in a mixture of both languages.

Of those children administered the S/ELPS in "standard" form, 46 of the 78 were classified as being primarily English speakers; 22 were classified as being primarily Spanish speakers; and 10 were classified by their classroom teachers as being bilingual. The remaining 18 children were tested with an altered version of the instrument designed to test for equivalency of the two portions of the instrument.

Table 2

DESIGN TEST VERSION B

Indicate Spanish or English responses by (S) or (E) in appropriate column.

		No response	Gestures	Single word	Phrase or sentence	Extended talk	Comments
ESPAÑOL							
1.	a) ¿Cómo te llamas?						
	b) ¿Te gusta la escuela?						
	c) ¿Qué te gusta hacer en la escuela?						
2.	Enséñele al niño las tres cajas.						
	a) Mira, aquí están unas cajas. Dime cuál es la caja verde/azul/roja.						
	b) Bueno. Abre ésta (apuntando hacia la azul).						
Permítale al niño que juegue con los objetos de la caja y hágale al niño estas preguntas. No insista si no puede responder.							
	c) ¿Qué ves adentro?						
	d) Saca las cosas. ¿Qué son? ¿Para qué sirven? ¿Qué puedes hacer con éste?, etc.						
3.	Los cuadros:						
	a) (Piñata party): Muy bien. Ahora mirá este cuadro. Dime qué ves allí. (¿Qué están haciendo?) (¿Qué es esto?, ¿y esto?, etc.)						
	b) (Amusement park): Bien. Ahora vamos a ver este cuadro. (¿Qué están haciendo?) (¿Qué es esto?, ¿y esto?, etc.)						
		No response	Gestures	Single word	Phrase or sentence	Extended talk	Comments
ENGLISH							
1.	a) How old are you, N?						
	b) Do you have any brothers or sisters?						
	c) What do you like to do at home?						
2.	Show the child the three boxes.						
	a) Tell me which is the blue box/the red box/the green box.						
	b) Good. Open this one (pointing to the green box). Take the things out.						
Allow child to look at the objects and ask him questions about them. Do not insist if he does not answer.							
	c) What do you see?						
	d) Take them out. What are they for? What can you do with this?						
3.	The pictures:						
	a) (Drive-In): Good. Now let's look at this picture. Tell me about this picture. What do you see? (What is this?, etc.)						
	b) (Playground) Good. Now let's look at this picture. What do you see? (What is this?, etc.)						

DESIGN TEST VERSION C - SPANISH

Indicate Spanish or English responses by (S) or (E) in appropriate column

No	response
Gesture	
Single word	
Phrase or sentence	
Extended talk	
Comments	

- a) (Piñata party): Muy bien. Ahora mira este cuadro. Dime qué ves allí.
¿Qué están haciendo?
¿Qué es esto? (apunte hacia el palo que el niño tiene en la mano)
¿Para qué es?
- b) (Amusement park): Bien. Ahora vamos a ver este cuadro. Dime qué ves allí.
¿Dónde están?
¿Qué están haciendo?
¿Qué tiene el niño en la mano?
¿Y la niña?

DESIGN TEST VERSION C - ENGLISH

Indicate Spanish or English responses
by (S) or (E) in appropriate column

No	response
	Gesture
	Single word
	Phrase or sentence
	Extended talk
	Comments

Descriptive Data

The "No Response" rate among children classified as English speakers was 11%, among Spanish speakers was 10%, and among Mixed was 4% (See Table 4). Looking closer at the "No Response" classification among English speakers, it was observed that 98% of "No Response" reactions were given to the Spanish language portion of the test and only 2% to the English language portion. Thus, among English speakers, virtually all failures to respond were to questions or commands in Spanish. For the "No Response" classification among Spanish speakers, 38% were in response to the Spanish language portion of the test and 62% were in response to the English language portion of the test, indicating a strong tendency for more failures to occur in response to the English section than to the Spanish section of the test. For the "No Response" classification (only 4%) among Mixed language speakers, 71% were in response to the Spanish language section and 29% in response to the English language section. However, all but one of the failures to respond to the Spanish section were obtained from one child. Thus these proportions probably did not accurately reflect the proportions which would be found with a larger sample.

The percentage of "Gesture" responses among children diagnosed as primary English speakers was 20%, among primary Spanish speakers was 26%, and among Mixed was 23% (See Table 4). Among primary English speakers, 47% of the "Gesture" responses were to the Spanish language sections and 53% were to the English language section of the test. Among primary Spanish speakers, 50% of "Gesture" responses were to the Spanish section and 50% were to the English section of the test. Among children classified as Bilingual or Mixed, again, 50% of "Gesture" responses were to the Spanish

Table 4

FREQUENCY AND PERCENT OF NO RESPONSE AND GESTURE RESPONSES OF THREE
GROUPS OF CHILDREN TO THE SPANISH AND ENGLISH PORTIONS
OF THE S/ELPS

Language of Administration and Response Type	Classified as English Speakers (N=46)		Classified as Spanish Speakers (N=22)		Classified as Mixed- Bilingual Speakers (N=10)	
	N	Percent	N	Percent	N	Percent
No Response						
Spanish	89	98	15	33	5	71
English	2	2	24	62	2	29
Total	91	11 (of total)	39	10 (of total)	7	4 (of total)
Gesture						
Spanish	75	47	50	50	20	50
English	84	53	51	50	19	50
Total	159	20 (of total)	101	26 (of total)	39	23 (of total)

section and 50% were to the English section of the test. Thus, the relative proportion of gestures given as responses to the Spanish and to the English administration of the test did not differ with the preferred language of the group.

Among the group of primary English speakers, in 68% of all cases verbal responses of some nature were made (whether single words, phrases, sentences, or extended talk). Of these verbal responses, 98% were given in English and only 2% were in Spanish, disregarding the language in which the two portions of the test were administered. Forty-four percent of the English speaking children's total responses were to the Spanish administration and 56% were in response to the English administration. In response to the Spanish administration of the test, 63% of the children's verbalizations in English consisted of single words, 30% were sentences or phrases, and 6% consisted of extended talk. When the children responded in Spanish to the Spanish administration, 100% of verbalizations consisted of single word responses. When responding in English to the English portion of the test, 33% of the children's verbalizations consisted of single words, 47% consisted of sentences or phrases, and 20% consisted of extended talk in English. When the children responded in Spanish to the English portion of the test (N=2 responses), 50% of verbalizations consisted of sentences or phrases and 50% consisted of extended talk in Spanish.

Among the group of children classified as primary Spanish speakers, in 64% of all cases verbal responses of some sort were made. Of these verbal responses, 64% were made in Spanish and 37% were in English. Of the total amount of verbalization, 54% of all responses were made to the Spanish section of the test and 46% to the English section. When the children responded to the Spanish section of the test in English, 76% of the verbalizations consisted

of single words, 18% of sentences or phrases, and 6% of extended talk in English (N=1). When the children responded in Spanish to the Spanish section of the test, 38% of the verbalizations consisted of single words, 44% of phrases or sentences, and 11% of extended talk in Spanish. When these children responded to the English section of the test in English, 35% of their verbalizations consisted of single words, 58% of sentences or phrases, and 7% of extended talk in English. When they responded to the English section of the test in Spanish, 38% of their verbalizations consisted of single words, 53% of phrases or sentences, and 8% of extended talk in Spanish.

Turning finally to the children diagnosed as "mixed language preference" or "bilingual," in 73% of all cases, verbal responses of some nature were made. This is slightly higher than either the primary English speakers (68%) or the primary Spanish speakers (64%). Fifty-three percent of all verbal responses of some nature were made in English and 47% of responses were in Spanish. Forty-eight percent of all responses were made to the Spanish section of the test, regardless of the language of the responses; and 52% of all responses were made to the English section. When the children responded to the Spanish section of the test in English (N=1), 100% of responses consisted of a single word. When they responded to the Spanish section of the test in Spanish, 42% of the verbalizations consisted of single words, 49% of phrases or sentences, and 9% of extended talk in Spanish. When the children responded to the English section of the test in English, 29% of their verbalizations consisted of single words, 44% of sentences or phrases, and 27% of extended talk. No child in this group responded in Spanish to the English section. These results may be found in Table 5.

Table 5

FREQUENCY AND PERCENT OF VERBAL RESPONSES OF THREE GROUPS OF CHILDREN
TO THE SPANISH AND ENGLISH LANGUAGE PORTIONS OF THE S/ELPS

	Language of Administration	Classified as English Speakers (N=46)		Classified as Spanish Speakers (N=22)		Classified as Mixed-Bilingual (N=10)	
		N	Percent	N	Percent	N	Percent
Total Verbal Responses in English	Spanish	230	97%	17	13%	1	1%
	English	304	99%	72	64%	64	100%
	Total	534	98%	89	36%	65	53%
Total Verbal Responses in Spanish	Spanish	7	3%	117	87%	57	99%
	English	2	1%	40	36%	0	0%
	Total	9	2%	153	64%	57	47%
Total Single Word Responses in English	Spanish	146	63%	13	76%	1	100%
	English	100	33%	25	35%	18	29%
Total Phrase/Sentences in English	Spanish	68	30%	3	18%	0	0%
	English	144	47%	42	58%	28	44%
Total Extended Talk in English	Spanish	14	6%	1	6%	0	0%
	English	60	20%	5	7%	17	27%
Total Single Responses in Spanish	Spanish	7	100%	43	38%	24	42%
	English	0	0%	15	38%	0	--
Total Phrase/Sentences in Spanish	Spanish	0	0%	52	44%	28	49%
	English	1	50%	21	53%	0	--
Total Extended Talk in Spanish	Spanish	0	--	13	11%	5	9%
	English	1	50%	4	8%	0	0%
Total Verbal Responses in English or Spanish	Spanish	237	44%	134	54%	58	48%
	English	300	56%	112	46%	64	52%

The percentage of responses in Spanish to the Spanish section and in English to the English section among the three groups of children was also analyzed. To the Spanish section, among English speakers, only three percent of the verbal responses were in Spanish. Among Spanish speakers, 87% of the verbal responses to the Spanish section were in Spanish; and among children diagnosed as Mixed preference, 99% of responses to the Spanish section were in Spanish. Among children classified as primary English speakers, 99% of their responses to the English section were in English. Among children classified as primary Spanish speakers, 64% of their responses to the English section were in English. Finally, among children classified as Mixed or Bilingual, 100% of their responses to the English section of the test were in English.

Summary

A. Response Characteristics Which Differentiate the Three Groups.

1. "No Response" Category. Virtually all failures to respond among children classified as primary English speakers were to the Spanish section of the test. Over 60% of the failures to respond among children classified as primary Spanish speakers were to the English section of the test. There were few failures to respond among children classified as Mixed preference.
2. Language of Response in Relation to Language of Administration. Children classified as primary English speakers responded almost exclusively in English to both the English and the Spanish sections of the test. Children classified as mixed in language preference responded almost exclusively in Spanish to the Spanish section and exclusively in English to the English section. Children classified as primary Spanish speakers by classroom teachers did not as a group exhibit such clearcut

characteristics as did the other two groups. Though 87% of their responses to the Spanish version were in Spanish, only 36% of their responses to the English version were in Spanish.

3. Percentage of Total Verbal Responses in English and in Spanish. For the children classified as primary English speakers, 98% of all of their responses were in English. For the children classified as primary Spanish speakers, 37% of their total responses were in English. Among those children classified as Mixed or Bilingual, 53% of their total verbal responses were in English.

B. Response Characteristics Which Did Not Differentiate the Three Groups.

1. Gestures. It could be reasonably hypothesized that a child would tend to give more nonverbal ("gestures") responses to questions or commands in the language with which he was least familiar. This was not the case. In all three groups of children, around one half of the gestures were in response to the English section and the other half were in response to the Spanish section of the test. This may have been due to the fact that part of Items 1 and 2 did not necessarily require verbal responses and gestures were acceptable. In the majority of cases, the children did not use gestures when verbal responses were required for the other sections of the test.
2. Percentage of Single Word Responses in Relation to Sentences/Phrases and to Extended Talk in the Two Languages. When both English and Spanish speakers responded in English to the Spanish section, the greatest percentage of responses (63%, 76%) consisted of single words, followed by Phrases/Sentences (30%, 18%), and finally by extended talk (6%, 6%). When both groups responded in English to the English section

of the test, the greatest percentage of responses were sentences/phrases (47%, 58%), followed by single words (33%, 35%), and, finally, by extended talk (20%, 7%). The group classified as Mixed responded in a similar manner. In examining the nature of Spanish verbal responses to the Spanish section, data obtained from the children classified as English speakers could not be considered, since virtually no responses were given in Spanish. However, in both the primary Spanish-speaking group and the Mixed group, the largest percentage of responses consisted of phrases or sentences (44%, 49%), followed by single words (38%, 42%), and by extended talk in Spanish (11%, 9%). Comparisons could not be made for Spanish responses to the English section since only children classified as primarily Spanish speakers responded in this manner. (Thus, responding in Spanish to the English section of the test is probably an excellent diagnostic indication of the predominant Spanish speaker.)

3. Percentage of Total Verbal Responses Given to the Spanish and English Sections. A seemingly reasonable hypothesis might be that a child would give a greater percentage of his total verbal responses to the section of the test administered in the language he preferred and with which he was the most familiar. This, however, was not the case. Approximately half of the responses for all three groups were given to the English version and the other half to the Spanish version.

Equivalence of Spanish and English Versions

The S/ELPS was administered to 18 children in an experimental manner in order to determine the equivalency of the Spanish and English sections. The Spanish

section of the test was translated into English and the English section was translated into Spanish. Then the test was administered to 10 children totally in English and to eight children totally in Spanish. This was done in order to determine whether or not differences in responses to the two versions of the test were due to differences in item difficulty. The "Spanish" portion, whether administered in its original language or its English translation, was always administered first. Examination of the responses to the "Spanish" portion (administered both in Spanish and in English) in comparison to responses to the "English" portion (administered both in English and in Spanish) gave no indication of any differences in item difficulty between the two portions (See Table 6). The proportion of responses of different type elicited by supposedly equivalent items in the two portions of the test were examined separately in arriving at this conclusion. That is, responses to Item 1a--Spanish portion were compared to responses to Item 1a--English portion, etc. Ignoring individual item responses, there were two overall differences in proportion of responses. To the "English" version of the test (whether administered in English or in Spanish) there were more "Gesture" responses given than to the "Spanish" version (whether administered in English or in Spanish). There were more "Single word" responses to the "Spanish" sections of the test than to the "English" sections. There were no differences between the two sections with respect to incidents of "No Response," sentence/phrase responses, or extended talk. (See Table 7.) Subsequent to this study, the objects used on the test were modified and checked for equivalency.

Table 6

RESPONSE CHARACTERISTICS FOR SPECIAL ADMINISTRATION OF S/ELPS--
ITEM COMPARISONS

Item	No Response	Gesture	Single Word	Phrase/Sentence	Extended Talk
1a-Span	1	0	17	0	0
1a-Eng	2	4	9	2	0
1b-Span	0	6	12	0	0
1b-Eng	0	4	9	2	3
1c-Span	1	0	6	8	3
1c-Eng	0	1	5	7	5
2a-b-Span	4	12	2	0	0
2a-b-Eng	0	18	0	0	0
2c-Span	0	0	15	3	0
2c-Eng	0	0	13	6	0
2d-Span	0	0	8	7	3
2d-Eng	1	1	3	7	4
3a-Span	0	0	1	14	3
3a-Eng	0	0	4	8	6
3b-Span	0	0	2	4	10
3b-Eng	0	0	3	6	9

Table 7

RESPONSE CHARACTERISTICS FOR SPECIAL ADMINISTRATION OF S/ELPS--
TOTAL INSTRUMENT

Total No Response				Total Gestures					
Language of Administration				Language of Administration					
English Spanish				English Spanish					
Original Language	Span	2	4	6	Original Language	Span	10	8	18
	Eng	2	2	4		Eng	16	12	28
4 6				26 20					

Total Single Word Responses				Total Sentence/ Phrase Responses					
Language of Administration				Language of Administration					
English Spanish				English Spanish					
Original Language	Span	34	29	63	Original Language	Span	23	15	38
	Eng	23	24	47		Eng	23	15	38
57 53				46 30					

Total Extended Talk				
Language of Administration				
English Spanish				
Original Language	Span	11	8	19
	Eng	16	11	27
27 19				

Teacher Classification vs. S/ELPS Classification

Prior to the administration of the S/ELPS, the teachers in the five classrooms were asked to indicate their estimate of the language preference of each child (English, Spanish, or Mixed). All teachers in the classrooms were completely bilingual in Spanish and English. The teacher's original classification was then compared to the child's classification according to the S/ELPS. For purposes of this comparison, the data from the 96 children tested (whether in standard or in altered form) were utilized. Ninety-four of the 96 children tested with the S/ELPS were also classified by the teacher (See Table 8). In classroom A-L, 15 of the 20 children (75%) were classified by the teacher in the same manner as was the S/ELPS derived classification. In classroom A-A, 18 of 21 children (86%) were classified in the same manner by the two methods. In classroom C-E, 13 of 18 children (72%) were classified in the same manner by both methods. In classroom C-S, 17 out of 20 children (85%) were classified in the same manner by both methods. Finally, in classroom R-P, 13 out of 15 children (87%) were classified in the same manner. Across all classrooms, 76 children (81%) were classified in the same manner by the teacher and by the S/ELPS. Thus 18 children (19%) were classified differently by teachers. Of those children where there was lack of agreement as to classification, 11 (12%) were classified by the teacher as primarily English speakers. Of these children seven were classified by S/ELPS results as primarily Spanish speakers, and four were classified as Mixed or Bilingual. Five children (5%) were classified as primarily Spanish speakers by the teacher and differently on the S/ELPS. Of these, two were classified as English speakers by the S/ELPS and three were classified as Mixed. Two of the children (2%) were classified as Mixed or

Table 8

COMPARISON OF TEACHER ESTIMATE OF CHILD'S LANGUAGE PREFERENCE
WITH S/ELPS-DERIVED LANGUAGE PREFERENCE CLASSIFICATION

Classroom A-L
Teacher

S/ E L P S M		E	S	M
E		11	1	0
S		2	4	0
M		1	1	0

75% agreement

Classroom A-A
Teacher

S/ E L P S M		E	S	M
E		12	0	0
S		3	6	0
M		0	0	0

86% agreement

Classroom C-E
Teacher

S/ E L P S M		E	S	M
E		7	0	0
S		2	4	0
M		3	0	2

72% agreement

Classroom C-S
Teacher

S/ E L P S M		E	S	M
E		14	1	0
S		0	3	0
M		0	2	0

85% agreement

Classroom K-P
Teacher

S/ E L P S M		E	S	M
E		10	0	0
S		0	1	2
M		0	0	2

87% agreement

Total Classrooms
Teachers

S/ E L P S M		E	S	M
E		54	2	0
S		7	18	2
M		4	3	4

81% agreement

Bilingual by the teacher. Both of these children were classified as primarily Spanish speakers by the S/ELPS.

Thus, the greatest rate of disagreement as to language preference classification was among children classified by the teacher as primarily English speakers. However, only 17% of children classified by teachers as English speakers were classified in another category by the S/ELPS. This is compared to 22% of teacher-classified Spanish speakers and 33% of teacher classification as Bilingual.

Of the 18 cases of lack of agreement between teacher and S/ELPS, there were 13 instances in which the teacher estimated that the child had more English skills than did the S/ELPS-derived estimation. That is, the teacher tended to rate students who showed as Spanish-speaking and bilingual on the S/ELPS as English speakers and S/ELPS Spanish-speaking children as being bilingual. In only five instances was the difference in the opposite direction - English speakers classified as Spanish speakers or as Bilingual by the teacher.

Teacher-Consultant-S/ELPS Classification

The children's responses to the S/ELPS were audio-taped. A consultant, who is a native Mexican American, bilingual, and an expert in the area of linguistics, was asked to listen to 10 tapes randomly selected from the first administration and decide whether the child was primarily an English speaker or a Spanish speaker, or was Bilingual. The consultant had available a copy of the test questions but was not told how responses were coded or scored.

Of the 10 tapes analyzed, eight were those in which the S/ELPS classification agreed with that of the teachers (five English speakers and three Spanish speakers). In one case, the S/ELPS classified as a Spanish speaker a child who had been classified as an English speaker by the teacher; and in the other case

the S/ELPS classified as Mixed a child classified by the teacher as a Spanish speaker. In seven of the 10 cases, the classification made by the consultant agreed with the S/ELPS-derived classification. Four of these were for English speakers, two were Spanish speakers, and one was Mixed. Of special interest are the three disagreements between the consultant's classification and the S/ELPS-derived classification.

Three factors should be considered prior to arriving at conclusions concerning any disagreements. First, the consultant was not able to view the child and his nonverbal behavior. Second, the administrator of the S/ELPS classified the child as to which language would be most beneficial to him for instructional purposes. The consultant classified the child only as to dominant expressive language and not receptive language. Finally, this consultant had no previous experience with preschool children. In one case the S/ELPS data resulted in classification of the child as primarily an English speaker, while the consultant classified the child as Mixed. In the second case, the S/ELPS classification was that of a predominantly Spanish speaker, while the consultant classification was Mixed. In the third case, the S/ELPS classification was that of a predominantly Spanish speaker, and the consultant classification was that of a predominantly English speaker. In this last case unlike other testing sessions, the administrator was the teacher who used much English verbal reinforcement during the Spanish administration. It is interesting to note that, in the case of these 10 children, there was greater agreement between teacher and S/ELPS classification than between S/ELPS and consultant classification. This may be due in part to a more similar orientation of the teacher and the S/ELPS administrator, and in part to the fact that the teacher and the S/ELPS administrator were both able to observe the child respond, not just to listen to his verbal

production. Data on the degree of agreement between teacher classification, S/ELPS classification, and consultant classification may be found in Table 9.

The consultant provided SEDL with the following general criteria on questions for estimating a child's language preference:

1. Is the child more verbal in Spanish or in English?
2. Does he appear to comprehend Spanish better than English, or vice-versa?
3. Does the child answer Spanish questions in English or in Spanish?
4. Does he answer English questions in English or in Spanish?
5. Does the child appear more at ease in one language than the other?
6. Is he more fluent in one language or in the other?
7. Does the child answer appropriately in each language?
8. Is there any evidence of elements of one language in the other? For example, words, sounds, word order, word endings, intonation.
9. Does the child mix English and Spanish when the questions are all in English or all in Spanish?

Table 9

TEACHER-CONSULTANT-S/ELPS CLASSIFICATIONS
 (Comparison of Consultant Classification with Classification
 by the Teachers and by Administration of S/ELPS)

Child	Teacher Classification	S/ELPS Classification	Consultant Classification
1	English	English	Mixed
2	Spanish	Spanish	English
3	Spanish	Spanish	Mixed
4	English	English	English
5	English	Spanish	Spanish
6	English	English	English
7	English	English	English
8	Spanish	Spanish	Spanish
9	English	English	English
10	Spanish	Mixed	Mixed

FIELD TEST PHASE - STUDY A

Validation with Four-Year-Olds

All data obtained during the Design phase was reviewed and the S/ELPS was revised for Field Testing. This included revision of some items, the scoring form, and the instructional manual. In the following sections, the scoring system followed and the data obtained in establishing validity and reliability of the test is described. Following this is a description of an additional study conducted with 58 children on naming of objects in Spanish and English.

The revised recording form can be seen in Tables 10a and 10b. Since the S/ELPS was designed to measure the child's preference between the two languages rather than his proficiency, a scoring system was developed to reflect a comparison between performances on the two parts of the test. On each item, the child's response was classified in one of the five aforementioned categories (See Table 11). No response (CI) was scored as "0." A correct gesture response, indicating comprehension, was scored as "+1." If the response contained one or two words (CIV), it was scored as "+2" for a Spanish response to a Spanish item or an English response to an English item. A response in both languages (a "mixed" response) was scored as "0." If an item from the Spanish part was answered in English or vice versa, it was scored as "-2." Similarly, if the response contained three or more words or a sentence (CV), it was scored as "+3" if the language of administration and the response were the same, as "0" if the response was mixed, and as "-3" if the language of administration and of the response were different.

Each item was scored, and by adding all the scores assigned to all the items on one part of the test, a subscore on the language of administration for that part was derived. Therefore, each child received one score for the Spanish

Table 10a
FIELD TEST VERSION A

Child _____ Age _____ Teacher _____ Date _____

Write S, E, or S/E in column 3 or 4.
Place ✓ in column 1 or 2.

	1	2	3	4	5
	No Response (✓)	Gesture (✓)	1 or 2 Words (S, E, or S/E)	Several Words or Sentences (S, E, or S/E)	Wrong Response
1. GENERAL QUESTIONS					
(a) Do you have any brothers or sisters?					
(b) What do you like to do at home?					
Comments: _____					
2. NAMING OBJECTS					
(Place box II on the table; tell the child to open it and to take out the toys)					
What do you call this?					
baby/doll					
(point to each					
object)					
bed/basket					
spoon					
purse					
penny/money					
car					
Comments: _____					
3. FOLLOWING DIRECTIONS					
(a) Put the car in the box.					
(b) Give me the purse and the penny/money.					
Comments: _____					
4. DESCRIBING OBJECTS					
(a) (Point to doll, bed, spoon) Tell me about these OR What can you do with these?					
(b) (Push doll, bed, spoon to one side; place purse and penny on the table) Tell me about these OR What can you do with these?					
Comments: _____					
5. NAMING AND DESCRIBING PICTURES					
(a) (Playground) Look at this picture. What do you see?					
What is this? (point to swing)					
Where are the children?					
What are they doing?					
(b) (Drive-in) Look at this picture. What do you see?					
Where are they?					
What are they doing?					
What is this? (point to the movie screen)					
Comments: _____					

INITIAL TEACHING LANGUAGE (circle one): Spanish Bilingual English

Table 10b
FIELD TEST VERSION A

Child _____ Age _____ Teacher _____ Date _____

Write S, E, or S/E in column 3 or 4.
Place ✓ in column 1 or 2.

	1	2	3	4
	No Response (✓)	Gesture (✓)	1 or 2 Words (S, E, or S/E)	Several Words or Sentences (S, E, or S/E)
1. PREGUNTAS GENERALES				
(a) ¿Te gusta la escuela?				
(b) ¿Qué te gusta hacer en la escuela?				
Comentarios: _____				
2. NOMBRAR LOS OBJETOS				
(Ponga la caja I en la mesa; díglele al niño que la abra y saque los juguetes)				
¿Cómo se llaman éstos? taza/vaso				
(apunte hacia plato				
cada juguete) tenedor				
cowboy				
caballo				
pelota				
Comentarios: _____				
3. SEGUIR DIRECCIONES				
(a) Pon la pelota en la caja.				
(b) Dame el cowboy y el caballo.				
Comentarios: _____				
4. DESCRIBIR JUGUETES				
(a) (Apunte hacia el plato, la taza y el tenedor.)				
Dime qué puedes hacer con éstos.				
(b) (Quite el plato, la taza y el tenedor. Ponga el cowboy y el caballo en la mesa.)				
Dime qué puedes hacer con éstos.				
Comentarios: _____				
5. DESCRIBIR RETRATOS				
(a) (La piñata) Ahora mira este dibujo.				
¿Qué ves allí?				
¿Qué están haciendo?				
¿Qué es esto? (apunte hacia el palo que el niño tiene en la mano)				
¿Para qué es el palo?				
(b) (El payaso) Ahora mira este dibujo.				
¿Qué ves allí?				
¿Dónde están?				
¿Qué están haciendo?				
¿Qué tiene el niño en la mano?				
Comentarios: _____				

Table 11
SCORING SYSTEM FOR STUDY A

Language		CI	CII	CIII	CIV	CV
Administered	Responded	No Response	Gesture	Wrong	1 or 2 Wrong	Sentence
Spanish	Spanish	0	1	0	2	3
Spanish	Bilingual	0	1	0	0	0
Spanish	English	0	1	0	-2	-3
English	English	0	1	0	2	3
English	Bilingual	0	1	0	0	0
English	Spanish	0	1	0	-2	-3

section and one score for the English section. Since language preference was the primary concern, the difference between the two scores (Spanish - English) yielded the total score for each child.

Validation Study A

Thirty four-year-old Mexican American children, attending three Austin, Texas, Child Incorporated Day Care Centers, were subjects for this study. None had received the S/ELPS during the three months preceding this study, though some had received it earlier. Teachers tested children from centers where they were not teaching to assure that they would have no previous knowledge of the children. One SEDL staff member, a former teacher, did some of the testing.

The basic overall design of this study (See Figure 1) involved a test-retest procedure. Of the 30 children sampled, 14 were initially tested by a linguistic specialist and then retested by teachers or the SEDL staff member. Sixteen were tested initially by classroom teachers or the SEDL staff member and then retested by the linguistic specialist. The time lapse between test and retest was one to five days. All initial testing sessions were tape recorded. In addition, all teachers were asked to judge the language preferences of children in their own classes according to the definition provided in the test manual. This judgment was to be based on their intensive daily experience with the children and was independent of the test results. The tapes recorded by the linguistic specialist were scored by the specialist. Those recorded by teachers were scored by the specialist (designated as X). Those recorded by teachers were also scored by two SEDL bilingual raters (designated as Y and Z).

Scoring System of Study A

To determine the validity of the scoring system, the total score on the test was compared with the testers' judgments of the children's language preference. Table 12 presents this comparison. The score ranges from +60 to -80.

Figure 1
PARADIGM USED IN STUDY A

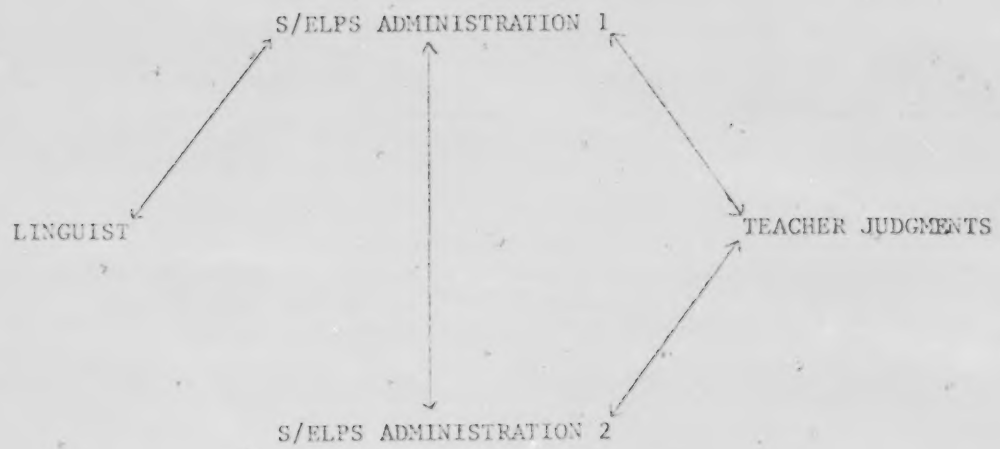
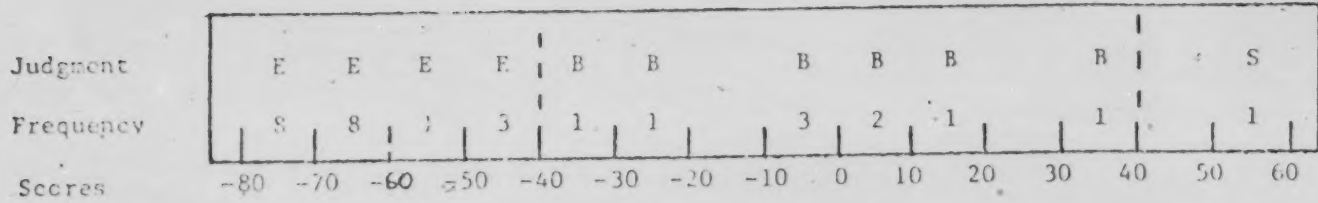


Table 12

TEST SCORES vs. EXAMINERS JUDGMENT



Total Score = Spanish - English

Logically, the closer the difference is to zero, the smaller the difference in the child's preference between the two languages. The greater the score on the positive side, the greater is the preference for Spanish. The greater the score on the negative side, the greater is the preference for English. In the total sample of 30 children, only one was judged to prefer Spanish, 10 were judged as bilingual, and 19 were judged to prefer English.

If "+40" and "-40" are considered to be the arbitrary cut-off points of the three categories, a child who scored +40 or more had a stronger preference for Spanish; a child who scored between +40 and -40 was judged a bilingual child; and a child who scored -40 or less had a preference for English. Among the 30 children tested, only one who scored less than -40 was judged to prefer English. This indicated that the scoring system is quite consistent with the examiner's judgment.

Validity

The purpose of the S/ELPS is to assist the classroom teacher in determining which is the more effective language for teaching the child at the beginning of the school year. If the test results can determine a child's language preference as well as the teacher's judgment after she has been with the child for a period of time, this test can be considered to be valid. Therefore, the test results and the teacher's judgment were compared.

A contingency table showing the examiner's judgment and the teacher's judgment may be found in Table 13.

Of the 30 children, 18 were judged to prefer English, five as bilingual, and one as preferring Spanish by both teachers and examiners. One child was judged by the examiner to be bilingual, but by the teacher as preferring English. One was judged by the teacher to be bilingual but by the examiner as

Table 13

TEACHER'S JUDGMENT vs EXAMINER'S JUDGMENT

Examiner's Judgment	Teacher's Judgment		
	Spanish	Bilingual	English
Spanish	1		
Bilingual	4	5	1
English		1	18

preferring English. Four were judged by the examiner to be bilingual, but by the teacher as preferring Spanish. Generally speaking, those judgments were consistent with one another.

A Pearson correlation was performed between S/ELPS scores (continuous data) and the teachers' judgments (categorical data). The first step was to calculate mean scores for each of the three groups. Then, each group mean score was used as the score of every individual in that group. The Pearson product moment correlation coefficient was calculated between the individual S/ELPS scores and group mean scores. An $r = .86$ was obtained.

Reliability

The two questions concerning the reliability of the S/ELPS were these: (1) If a child is administered the same test twice, will the results be the same? and (2) If a child's S/ELPS performance is rated by different individuals, will they reach the same conclusion?

To answer these questions, the correlation coefficients were calculated on different combinations of test results and independent raters. These are presented in Table 14.

The first row in Table 12 contains the test-retest reliability figures for the Spanish section, the English section, and the Total. They are: $r = 0.95$, $r = 0.85$, and $r = 0.83$. The initial testing session was tape recorded. Fourteen children were tested by the linguistic specialist, and the recording was rated again by the same specialist (Rater X). The reliability coefficients for the two sections and the total were: $r = 0.99$, $r = 0.94$, and $r = 0.99$. Due to recording problems, only 13 of the 16 initial tests administered by classroom teachers were taped recorded. These were all rated by both rater Y

Table 14

RELIABILITY COEFFICIENTS IN STUDY A

	Spanish	English	Total
Test-Retest	.95	.85	.93
Test-Rater X	.99	.94	.99
Test-Rater Y	.99	.96	.99
Test-Rater Z	.99	.97	.99
Inter Rater (Y&Z)	.99	.97	.99

and rater Z. The correlation coefficients between the original test results and the results from the recordings rated by Y were $\underline{r} = 0.99$, $\underline{r} = 0.96$, and $\underline{r} = 0.99$. The correlation coefficients between the original test results and the results from the recordings rated by rater Z were: $\underline{r} = 0.99$, $\underline{r} = 0.97$, and $\underline{r} = 0.99$. The inter rater reliability coefficients (recordings rated by both rater Y and rater Z) were: $\underline{r} = 0.99$, $\underline{r} = 0.97$, and $\underline{r} = 0.99$.

All the correlation coefficients in Table 11 were quite high. Among them, the test-retest reliability for the English section ($\underline{r} = 0.85$) is the lowest.

Naming of Objects

During this phase, the decision was made to conduct an additional study of Spanish and English labels used by children. This decision was made because for some of the objects, the children did not differentiate English and Spanish labels. For example, even the monolingual Spanish speakers used the word "cowboy."

Fifty-eight four- and five-year-old children attending bilingual preschool programs in San Diego and Austin, Texas, were shown a group of 35 objects. (Two additional objects were used by one examiner only.) The objects were: miniature clothes, furniture, animals, and household items such as are found on the toy shelves of variety stores. Examiners introduced the toys in the language identified by the child's teacher as his principal language, but no attempt was made to encourage the child to speak one language or the other. The examiners said very little beyond indicating that the child was to name all the objects, and they made necessary responses to the child in the language the child was using at the time. The examiners recorded verbatim the label used by each child for each object. The results were tabulated in terms of the number of labels used in each language, the number of No Responses (NR)

to each object, and the number of clearly inappropriate labels for each object.

The criteria for consideration of an object for use on the S/ELPS were as follows:

1. No more than five NR.
2. No more than one inappropriate label.
3. No more than six labels in both languages.

The following objects met these criteria:

Baby/Bebito	Spoon/Cuchara
Bottle/Biberón	Key/Llave
Bed/Cuna	Ball/Pelota
Chair/Silla	Purse/Bolsa
Table/Mesa	Horse/Caballo
Scissors/Tijeras	Pants/Pantalones
Watch/Reloj	Penny/Centavo
Comb/Peine	Pencil/Lápiz
Mirror/Espejo	Brush/Cepillo
Cup/Taza	Belt/Faja
Plate/Plato	

The final criteria for selection of the twelve objects to be used on the S/ELPS were as follows:

1. No more than three labels in the language for which the object is to be used.

2. Each group of six objects shall include three objects that are associated in some way, two objects associated in some way, and one unassociated object.
3. Objects were identified in both languages.

Based on these criteria the following objects were found appropriate only for the English portion of the S/ELPS: Bed/Cuna and Key/Llave. Based on these criteria the Penny/Centavo (four labels in English, two in Spanish) would be appropriate only for Spanish; however, only six of the 58 children named the penny/centavo in Spanish, and this object was therefore not considered for the Spanish portion of the S/ELPS.

The following objects were selected for use on the S/ELPS:

<u>English</u>	<u>Spanish</u>
Baby	Taza
Bottle	Plato
Bed	Cuchara
Chair	Peine
Table	Espejo
Scissors	Reloj

FIELD TEST PHASE - STUDY B

Validation with Five-Year-Olds

In the Fall of 1975, the S/ELPS was Field Tested with 228 five-year-old children. The results of this validation study are described in the following sections. In addition, the teacher feedback and comments from this Field Test are included.

After the statistical and questionnaire data from the previous studies had been analyzed, the S/ELPS underwent final revisions. The recording form and scoring system were modified for ease of use by the classroom teacher. The revised classification system can be seen in Table 15 and the recording form in Appendix '3. With the recording form, the teacher administering the S/ELPS derives two units of descriptive information concerning the child's performance during the testing situation, Description and Comparison, and one unit of classificatory information, Categorization. To obtain the Description information the teacher is asked to make a judgment concerning the child's language usage on the Spanish and English subtests respectively. Choices for Part I (Spanish section) are (a) mostly Spanish responses, (b) mostly blended responses, and (c) mostly English responses and for Part II (English section), (a) mostly English responses, (b) mostly blended responses, and (c) mostly Spanish responses. The Comparison information yields subjective data concerning which part, English or Spanish, derived a greater number of responses. The last decision is the Categorization section. This is the most important in terms of classifying the students' language use for instructional purposes and in terms of analysis of the reliability and validity of the S/ELPS.

Study B was performed by 14 examiners with 228 four- and five-year-old children. Of these children, 81 were administered the S/ELPS twice (Test-Retest

Table 15
TEST-RETEST DATA
DESCRIPTION

	N	Test		Retest		<u>r</u>
		Mean	S.D.	Mean	S.D.	
Spanish Teacher Examiners	28	1.14	.52	1.14	.52	1.00
English	28	2.18	.97	2.21	.94	.86
Spanish SEDL Examiners	53	1.11	.42	1.08	.33	.90
English	53	2.66	.73	2.55	.77	.74

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Paradigm) and the remaining 147 children were given one S/ELPS. Description and Comparison data were compared between the two tests during the Test-Retest (T-R) portion of the study. Categorization data were compared in the same manner and with the classroom teachers' judgments of students in their classes.

The following discussion is divided between the T-R paradigm and total subject administrations. Reliability will be discussed during the former, and validity during the latter section.

Reliability

Test-Retest Paradigm

Data used in the Test-Retest paradigm (T-R) were collected by four teacher-examiners (28 children sampled) and three SEDL staff examiners (53 children sampled). All examiners tested children unfamiliar to them to minimize examiner bias. There were 81 subjects in the T-R portion of Study B.

Description Data

Pearson product moment correlations were computed between the description scores on the test and on the retest. Scores were divided between the two examiner groups and between the Spanish and English parts of the S/ELPS. Results of this analysis can be seen in Table 15. For the teacher-examiners, the T-R $r = 1.0$ for Part I (Spanish) and $.86$ for Part II (English). The Pearson correlations for the SEDL examiners were $.90$ for Part I and $.74$ for Part II. With both sets of examiners, the T-R reliability was fairly high for all categories. As was seen in previous studies, the reliability as shown by the correlation coefficients was lower for the English part of the test. A possible reason for this is the tendency of the experimenters to be less objective, either through over- or under-rating the child's response types during Part II. Table 16 shows the T-R correlations for all examiners on the description portion of

Table 16

TEST-RETEST DATA
DESCRIPTION-ALL EXAMINERS

	Test		Retest		<u>r</u>
	Mean	S.D.	Mean	S.D.	
Spanish Description (N=81)	1.12	.46	1.10	.40	.94
English Description (N=81)	2.49	.85	2.43	.85	.80

the S/ELPS scoring. For Part I the total correlation was $\underline{r} = .94$ and for Part II it was $\underline{r} = .80$.

Comparison Data

The comparison data produced the lowest correlations in the data analysis. For all examiners, the $\underline{r} = .17$ is extremely low. The correlations for each examiner group appear in Table 17. The teacher-examiner was $\underline{r} = .07$ and the SEDL staff examiner was $\underline{r} = .20$. The variance which caused such small correlations could have been due to many factors. Among these the most likely was the adaptation of the students to the examiners. The children may have been more at ease and, therefore, more willing to verbalize to the examiners. These data only show to which part more responses were given, and are not indicators of the child's language preference. It therefore seems logical that changes would occur during different testing sessions.

Categorization Data

The Categorization data were the primary information from which reliability and criterion-related validity were measured. Data were subjected to three two-way analyses: T-R data, Test-teacher judgment data, and Retest-teacher judgment data.

Reliability was judged as the ability of the child to be identified within the same category during both administrations of the S/ELPS. The results of the analysis are shown in Table 18. The teacher examiners had a higher correlation on T-R results ($\underline{r} = .91$) than did the SEDL examiners ($\underline{r} = .84$). This may have been attributable to the teachers' familiarity, or expectations, with the type of children in their school district. The SEDL examiners may have been less influenced by preconceptions which would have contributed to a discrepancy

Table 17
TEST-RETEST DATA
COMPARISON

	Test		Retest		<u>r</u>
	Mean	S.D.	Mean	S.D.	
Teacher Examiners (N=21)	1.81	.39	1.57	.49	.07
SEDL Examiners (N=34)	1.62	.54	1.56	.60	.20

Table 18

TEST-RETEST DATA
CATEGORIZATION

	Test		Retest		<u>r</u>
	Mean	S.D.	Mean	S.D.	
Teacher Examiners (N=28)	1.96	1.12	1.93	1.22	.91
SEDL Examiners (N=53)	1.45	.87	1.49	.92	.84

in T-R scores. Converting to the r^2 statistic was done to determine the difference in the amount of common variance between the two groups of examiners. The $r^2 = .83$ for the teacher-examiners and $r^2 = .71$ for the SEDL examiners revealed a 12% difference between the two groups in the common variance attributable to the S/ELPS administration.

Tables 18 and 19 show the T-R data for Test-teacher judgment and Retest-teacher judgment correlations, respectively. The Test-teacher judgment correlations were $r = .73$ for teacher-examiners and $r = .76$ for SEDL examiners. The Retest-teacher judgment correlations were $r = .68$ and $r = .75$ for teacher-examiners and SEDL examiners, respectively. The reason for the moderate correlations reflects upon a data analysis decision. The teachers were asked to make a three-item choice: Spanish speaking, bilingual, or English speaking. The S/ELPS allowed a five-item choice with predominantly Spanish and predominantly English added to the aforementioned categories. To equalize the range for computation, the Spanish-speaking and predominantly Spanish categories were combined as were the English-speaking and predominantly English categories. This will be discussed in greater detail in the next section of this report. Tables 18, 19, and 20 are summarized in Table 21 for comparison purposes.

Comparison of the three two-way analyses with all examiners considered as a single group can be seen in Table 22. The T-R correlation was $r = .88$, Test-teacher judgment $r = .74$, and Retest-teacher judgment $r = .72$.

Validity

Entire Validation Sample

To complete the validation study, the S/ELPS was administered to 142 additional five-year-old children by five additional examiners. The data were analyzed in combination with the Test data of the 81 children who were in the

Table 19

TEST-TEACHER JUDGMENT DATA
CATEGORIZATION

	Test		Teacher Judgment		<u>r</u>
	Mean	S.D.	Mean	S.D.	
Teacher Examiners (N=28)	1.96	1.12	1.57	.90	.73
SEDL Examiners (N=53)	1.45	.87	1.38	.87	.76

Table 20

RETEST-TEACHER JUDGMENT DATA
CATEGORIZATION

	Test		Retest		<u>r</u>
	Mean	S.D.	Mean	S.D.	
Teacher Examiners (N=28)	1.93	1.22	1.57	.90	.68
SEDL Examiners (N=53)	1.49	.92	1.38	.87	.75

Table 21

TEST-RETEST DATA
SUMMARIZED CATEGORIZATION DATA

		Test	Retest	Classroom Teacher Judgments	<u>r</u>
Teacher Examiners	Mean	1.96	1.93		.91
	S.D.	1.12	1.22		
	N=28 Mean	1.96		1.57	.73
	S.D.	1.12		.90	
	Mean		1.93	1.57	.68
	S.D.		1.22	.90	
SEDL Examiners	Mean	1.45	1.49		.84
	S.D.	.87	.92		
	N=53 Mean	1.45		1.38	.76
	S.D.	.87		.87	
	Mean		1.49	1.38	.75
	S.D.		.92	.87	

Table 22

TEST-RETEST DATA
CATEGORIZATION-ALL EXAMINERS

		Test	Retest	Teacher Judgment	<u>r</u>
Test- Retest (N=81)	Mean	1.63	1.64		.88
	S.D.	1.00	1.06		
Test- Teacher Judgment (N=81)	Mean	1.63		1.44	.74
	S.D.	1.00		.89	
Retest- Teacher Judgment (N=81)	Mean		1.64	1.44	.72
	S.D.		1.06	.89	

T-R paradigm. Of the 223 children, seven did not give a sufficient number of responses to allow a S/ELPS judgment and were not included in the analysis. The Pearson product moment correlation between S/ELPS category and classroom teacher judgment was $\underline{r} = .85$. Thus, the correlation was moderately high and the amount of common variance, $\underline{r}^2 = .72$, was proportionately high for a scale of this type.

To observe the effect of the differences in scales previously discussed, Table 23 was generated. The first column shows the number of students, and the percentage of the total number who fell into each S/ELPS category. The third column indicates the same information for teacher judgments. In the center column, only categories 1, 3, and 5 are used. The observation of the percentage of that $\underline{N}$, 115, reveals a much closer percentage to that of the classroom teacher judgments.

Purely on the basis of the $\underline{r} = .85$, the S/ELPS could be considered valid; however, with the added manipulation, it appears that this correlation should be considered a low estimate of the criterion-validity of the S/ELPS.

Table 23

STUDY B CATEGORIZATION DATA

Category	S/ELPS Total Category (N=223)		S/ELPS Categories 1,3,5 (N=115)		Teacher Judgments (N=228)	
	N	Percent	N	Percent	N	Percent
Spanish	84	37.67	84	55.63	122	53.51
Predominantly Spanish	48	21.52				
Bilingual	23	10.31	23	15.23	44	19.30
Predominantly English	18	8.07				
English	44	19.73	44	29.14	62	27.19
Insufficient Responses	6	2.69				

Table 24

EXAMINER FEEDBACK FORM
AND RESPONSES FROM 25 EXAMINERS

Examiner's Name _____ School _____

Number of tests given _____

Your answers to the following questions will be used to revise the S/ELPS. Please add any information you think will be helpful in revising. If necessary, use a separate sheet of paper for additional comments and suggestions.

TEST ADMINISTRATION

1. How long did it take to administer and score the S/ELPS?

(4)* Less than 10 min. (15) 10 to 15 min. (6) More than 15 min.

2. How did the children respond to the test?

(15) Very interested, enjoyed it (8) Somewhat interested, enjoyed it a little

(1) Didn't seem to care (1) Somewhat bored _____ Disliked it

Comments

**

3. Was the test form convenient for you to use?

(16) Very convenient (9) Somewhat convenient _____ Difficult to use

How could the test recording form be improved?

INSTRUCTIONAL MANUAL

4. Were the instructions in the manual clear?

a. For administering: (24) Very clear (1) Somewhat clear _____ Confusing

b. For scoring: (22) Very clear (3) Somewhat clear _____ Confusing

* Numbers in parentheses are actual number of responses to each item.

** See following pages for summary of comments.

Please indicate page numbers or section titles in the manual that were confusing or only somewhat clear. Tell what problems you had with these sections and make suggestions for improvement.

5. Were the examples on pages 21 through 30 of the manual helpful in illustrating the test procedures and children's responses?

(24) Helpful (1) Made no difference _____ Confusing

Comments

6. Were the short examples given in the text helpful?

(24) Helpful (1) Made no difference _____ Confusing

Comments

7. Did the descriptions and examples of the S/ELPS Language Categories assist you in grouping and teaching the children in your class?

(14) Helped a lot (9) Helped a little (2) Made no difference

_____ Didn't help _____ Made it harder

Please comment on how the S/ELPS helped or didn't help in your class.

GENERAL COMMENTS (See following pages.)

8. What other tests have you used to determine a child's language dominance?
9. What did you like best about the S/ELPS?
10. What did you like least about the S/ELPS?
11. What is your overall opinion of the S/ELPS, and what suggestions would you make to improve it?

TEACHER FEEDBACK AND COMMENTS
ON THE FINAL VERSION OF THE S/ELPS

Twenty-five teachers participating in the final evaluation study of the S/ELPS were asked to complete Feedback data Forms and to add their suggestions for revision. This form and the actual number of teachers responding to each item is included as Table 24.

The verbatim written comments are on the following pages. It should be noted that during this phase of development, the teachers were required to make carbon copies and to write down every word each child said as they administered the tests. This was strictly for data gathering purposes and is not a part of the normal testing procedure.

SPANISH/ENGLISH LANGUAGE PERFORMANCE SCREENING (SELP/S)

Feedback Comments

How did the children respond to the test?

More space needed for Spanish l - b - l extra space.

Too long.

Enjoyed dealing c the toys.

Most were interested when it came to taking the test in the language that they understood.

Most talked longer than I really wanted them to (kidding). I really enjoyed it, gave me an opportunity to get to know them better.

How could the test recording form be improved?

Shorter.

Allowing for more space to write out the statements. Provide or rather place fastened carbon between all papers to avoid delay.

If possible, do not require carbon copies - time consuming and inconvenient.

Were the examples on pages 21 through 30 of the manual helpful in illustrating the test procedures and children's responses?

Made no difference, however, I did find the explanations for each classification very interesting. There were minute hesitations in classifying a child one way when normally a certain child functions another way in the actual classroom situation. It makes me think twice before grouping certain students.

Were the short examples given in the text helpful?

It was already pretty obvious what classification the majority of these children were going to be assigned.

Comments on how the S/ELPS helped or didn't help in your class.

I was able to see where my children were, who would fit in a bilingual group and who would fit in a Spanish group.

It helped me find out why some of the children were having problems learning. They didn't understand a certain language.

The test served as a valid language screening device - identifying children who previously had appeared to be able to speak adequately in English yet on the test scored dominantly Spanish.

It is too early to tell but in formulating the different groups - it did help. I knew which children were Spanish speaking. This test helped point out those in whom Spanish was dominant, even though they speak English.

I found out the children's dominant language.

Helped.

What other tests have you used to determine a child's language dominance?

E.S.P. Edgewood School Plan test.

Educationally Handicapped Forms.

Have used Spanish speaking in classroom.

Oral Language Assessment OL.

One compiled by K teachers for our school district.

Feedback Comments (cont.)

What did you like best about the S/ELPS?

The materials and pictures, objects. The children could relate very well.
It was easy to administer and analyze.
Everything was explained very well and prepared me to observe different children reactions.
The Spanish section.
Materials provided (e.g. toys and pictures) intrigued the children and thus provided a good atmosphere for asking questions and administering the test.
Very relaxing for both the students and I. The child was very comfortable.
It's manipulative part.
It helped me to find out who spoke and understood English, Spanish and who was bilingual.
It gives me a clear idea where the children are. Even my English speakers need help with their English grammar.
It is simple to determine the child's language dominance and at the same time gives a pretty good idea of the child's problems as oral language development screen.
The format. It made it simple to score and administer.
The materials.
The children enjoyed it. It was like a game to them.
It's simplicity.
Very simple to administer and the children seem to enjoy it.
It related good with the child.
Was easy to administer.
The children enjoyed the toys while writing.

What did you like least about the S/ELPS?

Too long.
Having to stop and rearrange the carbon papers on some other sheets.
Everything was very well prepared.
There was too much reading involved before administering the test. I have been pressured for time. Most of the readings and preparation I have had to do at home.
Having to use carbons, other than this no problems cropped up.
The time factor.
Monotonous.
That I had no help and that there was a deadline which was too soon.
Personally, I'd wish that the developers of S/ELPS would send their own examiners.
It is time consuming especially in a room that's overcrowded, and paraprofessional around.
Question 4a and b Part II, English. Too vague. Child felt confused.
The scoring.
I liked it very much.
Too much writing.
Cannot be done without an aide to cover class.
The many times I had to do it - and will have to, I guess

What is your overall opinion of the S/ELPS, and what suggestions would you make to improve it?

Pictures colorful-interesting-all children liked them. Area 1. Contestar preguntas-Answering questions. 1 - b and c - many children answered with a head nod - many also smiled - could this area be made to elicit more

Feedback Comments (cont.)

verbal answers?

Pretty good. I would think that it could be shorter.

Good except for the minor revisions which would allow the examiner to complete it faster.

I really enjoyed the manual. I was not aware or believe that many Mexican American children did not know what some objects were called in Spanish. I don't think this manual could be improved more. It is well planned and prepared to use.

It was already pretty well understood by me that the children would respond to the English section in English, maybe in a situation like this just the Spanish part should be administered, to see whether they communicate at all in Spanish.

The test is not hard to administer and the format is good, but having to write practically everything down does make the test more time-consuming. I do feel that this test is excellent for determining the language dominance of the child.

I enjoyed giving the examination which I felt was very thorough in determining a child's dominance.

It's all right. Could have optional questions. The same questions get boring for administrator when it comes to giving 50 or more tests.

I think it is very good, it should be given in a more relaxed atmosphere with help and more time.

Overall I feel the test serves as a valid screening device allowing of course for teacher observation in special cases. I feel you should revise Question 4a and b Part II, English.

Perhaps the scoring could be made a little easier.

S/ELPS takes a long time to administer to all children. The teacher must have a teacher's aide when administering the test. It was very difficult to do without an aide.

I liked it very much.

Reinforces teacher's method of grouping and gave teacher chance to give the child his/her undivided attention for 10 to 15 minutes.

Excellent but should be used with caution not to make those two mistakes I did.

APPENDICES

APPENDIX I

SUMMARY OF EXAMINER COMMENTS

Design Test Version

1. Provide instructions for teacher to indicate language used for response i.e. E or S in appropriate column.
2. Provide additional space for comments, i.e. mixture of languages, samples of language used, etc., or comments made by the child, i.e. "I don't speak Spanish," etc.
3. Provide three boxes: red, green, blue, each with six objects:
 - a) red box: three toys (ball, car, block), two animals (identical cats), and one pencil.
 - b) blue box: two toys (two different dolls), two household items (one key, one chair), one dog, one nickel.
 - c) green box: three toys (one red car, one red truck, one block), two household items (one fork, one cup), one set of gas pumps.
4. Ask the child to identify the color of each box in both languages.
5. Spanish section:
 - a) Eliminate question of "¿Quién vive en tu casa?" replace with "¿Te gusta la escuela?" to be followed by question related to what he does in school.
 - b) Eliminate question about what the child can do with the box.
 - c) Replace with specific questions about objects in box, in order to stimulate child's responses.
 - d) Replace original pictures with some more relevant to the child, i.e. a piñata party, a trip to an amusement park. As alternates, can use one about a family in a drive-in movie, children in a playground.
6. English section:
 - a) Replace question regarding use of box with specific questions about the objects, as done in the Spanish section.
 - b) Replace pictures as mentioned in the Spanish section, using specific questions, etc.
7. Indicate to the teacher not to insist on responses from the children if they seem reluctant or unable.

NOTE: Suggest taping of screening sessions.

8. Repeat the headings after the end of Section I.
9. Combine "phrase" and "sentence" in one heading as it is too difficult to make this distinction.

APPENDIX II

INSTRUCTIONS FOR CONSULTANT

memorandum

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY, 800 Brazos, Austin, Texas 78701

To: Joel Gómez
From: Paola Zinnecker
Date: Feb. 8, 1974
Subject:

Please listen to 10 children recorded on these cassettes, and give me a brief written evaluation on the language preference of each child. Please state your criteria, specifically, for your decision. Also, bear in mind that this decision is to be applied to the teaching of these children in a bilingual program by bilingual teachers, with High School background only, so that, in effect, we can say to them to teach certain children the curriculum in Spanish (or in English) because that is the language they are probably more competent in.

Included in a list of the questions used for the test. You will note that Item 2 a & b responses are motor and so will not be identified on the tape. Also attached are the stimulus cards used for Item 3; the first 2 were used for the Spanish portion, the last 2 for the English portion.

The children are all Mexican American and range in age from 4 years to about 4.9.

Please feel free to make any other comments or suggestions.

Thanks.

APPENDIX III

CONSULTANT REPORT

Ten recordings and a copy of the questions only were reviewed independently by an outside consultant, Dr. Joel Gómez for his evaluation and report. His initial observations of each recording agreed in general to those already formulated by the examiner and were submitted in written, summary form. Mr. Gómez later submitted his criteria for determining language preference for Mexican American kindergarten children which is considerably broader and more general than the SEDL form, but is basically the same insofar as language performance is concerned. He further agreed that the format could be improved and made more precise by providing separate lines for each response to a command and/or a question such as, what, what is it for, where, and what are they doing, as answers related to the use of an object indicate a higher degree of language proficiency than those related to what and would provide a clearer indication of a language preference. These revisions were already underway and it was useful to have outside corroboration.

Consultant Report on Language Preference Test
(Memo from Paola Zinnecker - March, 1974)

Mr. Joel Gómez provided SEDL this date with his Criteria for Determining the Language Preference in Mexican American Kindergarten Children, copy attached. He then looked at a copy of the SEDL Language Preference Test and agreed that it would provide the classroom teacher with an adequate measure of the children's language preference in the school environment. In addition, he agreed that the format could be improved by placing each question and/or command on a separate line, so that the teacher could easily record the child's ability to follow

specific commands and answer specific questions such as what, what it is for, where, what are they doing, etc; as he pointed out, answers related to the use of an object indicate a higher degree of language proficiency than those related to what and would provide a clearer indication of a language preference.

Verified by: /s/ Joel Gómez
Joel Gómez

Criteria For
Determining Language Preference
In Mexican American Kindergarten Children

1. Generally, is the child more verbal in Spanish or in English?
2. Generally, does the child appear to comprehend Spanish better than English or vice-versa?
3. Does the child answer Spanish questions in English or Spanish?
4. Does the child answer English questions in English or Spanish?
5. Does the child appear more at ease in one language than the other?
6. Is the child more fluent in one language than the other?
7. Does the child answer questions appropriately in each language?
8. Is there any evidence of elements of one language in the other?
Ex. words-sounds-word order- intonation-word endings
9. Does the child mix English with Spanish or vice-versa when the questions are all in English or all in Spanish?

Source to consult in order to review research in the area of child language acquisition:

C.A. Ferguson, Studies of Child Language Development. New York: Holt, Rinehart and Wilson, Inc. 1971.

Courtney Cazden, "On Individual Differences in Competence and Performance." The Journal of Special Education, 1(2), 135-150.

Gustavo Gonzalez, "The Acquisition of Spanish Grammar by Native Spanish-Speakers." U.T. Dissertation.

David McNeil, The Acquisition of Language. N.Y.: Harper & Row, 1970.

D.I. Slovin, A Field Manual for Cross-Cultural Study of the Acquisition of Communicative Competence. Berkeley; U. of California, 1967.

6. Did you understand all the test questions? (If not, which ones?)

7. This test has two forms (Spanish and English). Is the content of the two forms equally hard for the children to answer?

_____ Spanish questions are harder

_____ English questions are harder

_____ Spanish and English questions are about the same

FORM (ANSWER SHEET)

8. Is the answer sheet easy to fill in?

9. Is the answer sheet easy to understand?

10. Would you add any other items to the answer sheet?

MATERIALS

11. Would it be hard for teachers to collect the materials?

_____ Containers

_____ Toys

12. Were the materials very helpful in getting children to talk?

OPEN COMMENTS:

APPENDIX IV

FORMATIVE EVALUATION QUESTIONNAIRE - TEST

Please put down your reactions to the test as completely as you can after you have used it on the children. If you would like to talk about your reactions, please call Paola Zinnecker, 476-6861, extension 349.

S/ELPS Reaction Form for Teachers

1. How long did it take you to give the test and mark the form for each child? (How many minutes?)

☐ 10 minutes
☐ 10 to 15 minutes
☐ 20 minutes
☐ minutes

2. Is there anything that should be taken out or added to the test?

☐ yes ☐ no

Comments: _____

3. Does the test give you enough information to know whether to begin teaching in Spanish or in English?

☐ yes ☐ no

TEACHER'S MANUAL

4. Is there anything in the teacher's manual that was not clear?

☐ yes ☐ no

Comments: _____

CONTENT OF ITEMS

5. Are any of the questions too hard for this group of children? (If so, which ones?)

APPENDIX V

FORMATIVE EVALUATION QUESTIONNAIRE - MANUAL

Name _____ Date _____

Age of children tested _____

Did you test children in your own classroom? _____

Which version of the manual did you use? _____ English _____ Spanish

Please complete this form after you have administered the S/ELPS to a number of children. Please comment about specific areas of difficulty; other comments are also welcome.

1. The directions in the manual for administering the test were

- _____ a. clear
- _____ b. somewhat clear
- _____ c. not clear

Comments: _____

2. The directions for recording the child's responses were

- _____ a. clear
- _____ b. somewhat clear
- _____ c. not clear

Comments: _____

3. The directions for determining the child's language preference from the test results were

- _____ a. clear
- _____ b. somewhat clear
- _____ c. not clear

Comments: _____

4. The items on the test were

- ☐ a. easy for children this age
- ☐ b. of average difficulty for children this age
- ☐ c. difficult for children this age

Comments: _____

5. The children were

- ☐ a. motivated to perform the activities
- ☐ b. performed as directed
- ☐ c. were bored by the activities

Comments: _____

6. The time taken to administer the test was

- ☐ a. less than 10 minutes
- ☐ b. 10 to 15 minutes
- ☐ c. 15 to 20 minutes

Comments: _____

7. Did the S/ELPS help you determine each child's preferred language?

- ☐ a. yes
- ☐ b. to some extent
- ☐ c. no

Comments: _____

8. Have you used other instruments to determine language preference?

_____ a. yes

_____ b. no

If "yes", what instrument did you use? _____

Comments: _____

9. Open comments:

Please complete this section only if you read the Spanish version of the S/ELPS manual.

10. The reading level of the Spanish version is

_____ a. easy

_____ b. average

_____ c. difficult

Comments: _____

11. The language in the Spanish version of the manual is

_____ a. appropriate for this part of the country

_____ b. somewhat appropriate

_____ c. inappropriate for this part of the country

Comments: _____

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Joyce Evans, Ph.D.
Director
Ability Development Project

ADDENDUM

Development of the Spanish/English Language Performance Screening (S/ELPS) was completed in the Fall of 1975. During the period of development, the S/ELPS was designed and tested with more than 500 children by 25 examiners. Field Testing and validation was completed with four- and five-year-old children enrolled in day care centers and in public school kindergartens.

After development was completed, a final prototype was prepared including the instructional manual, test forms, pictures and objects, and submitted to the U. S. Office of Education for copyright and publication release. For further information, please contact Dr. Joyce Evans, Director, Division of Special Projects, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701.